

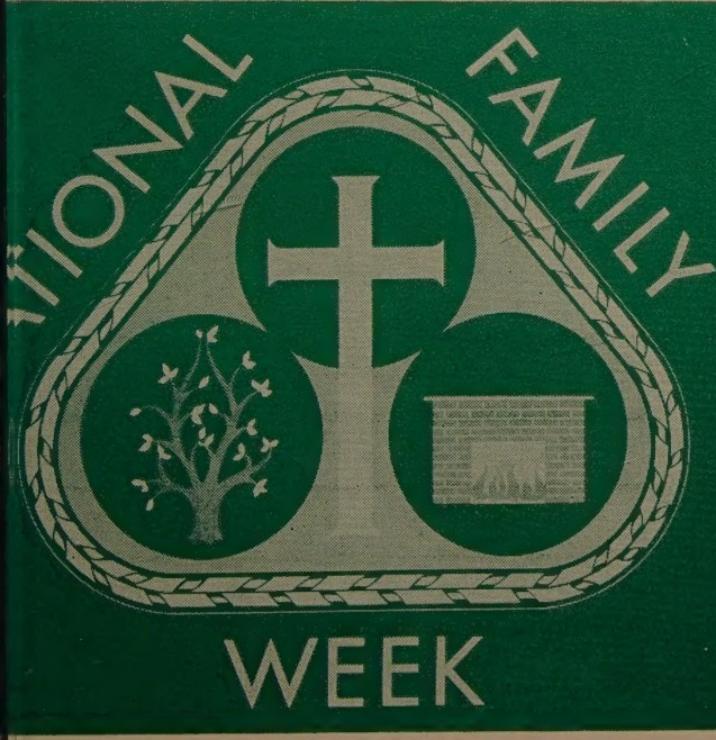
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The Church School Teacher

JUL 1959

VOLUME XXVIII

No. 4



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MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

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APRIL 1959

LAEL H. WESTBERG
Editor

PATRICIA LUNDQUIST
Assistant

G. KENNETH ANDEEN
GEORGE P. BERNARD
FRANK A. BONANDER
RALPH R. LINDQUIST
Editorial
Advisory Committee

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Presession

ANTICIPATING National Family Week, the Mental Health Materials Center has sent some suggestions for materials for parents. Like to do some presession browsing?

.. What to Tell Your Children About Sex. This Permabook, written by Dr. Milton I. Levine, is purchasable from Mental Health Materials Center (104 East 25th St., New York) for 15¢. Chances are you will find it in your druggist's paper back book shelf. ABC can get it for you, too. The book is for parents who want to know how to tell their children about sex. It gives frank, actual and sensible information.

You and Your Adopted Child is a new Public Affairs Pamphlet by Eda J. LeShan. Mrs. LeShan is the wife of a psychologist and the mother of an eight-year-old

adopted daughter; she is also a child psychologist and parent-educator in her own right. Just the brief explanation of the difference between a *biological* mother and a "real mommy" is worth the price of the pamphlet. Twenty-five cents anywhere Public Affairs Pamphlets are sold. Or write direct to Public Affairs Pamphlets, 22 East 38th Street, New York.

3. What Makes for Strong Family Life is a 14-page pamphlet available for 15¢ from Family Service Association of America, 215 Fourth Avenue, New York 3, N. Y. This one is written by a volunteer committee comprised of professional case workers and psychologists. It is written for ministers and other professional counselors whose job is to help people solve personal and family problems. It is a basic definition of a strong family life. If there

was any reference to the family's need for God, I failed to find it. It says love is the primary need, however. God is love. You will have to add that.

4. *Leading Group Discussions* by Frank Cheavens, price 25¢, is available from The Hogg Foundation for Mental Health, University of Texas, Austin 12, Texas. This 58-page booklet will inspire confidence in the most timid discussion leaders. There is a wealth of explicit advice. The booklet was developed for use in an education project in parent-child relationships. You can use its ideas in building a good program for National Family Week.

...The Board of Parish Education is sponsoring a workshop for children's camp leaders and workers. Invitations have been sent to children's camp directors, camp program directors, representatives of camp committees, and confer-

ence parish education commission members. I am not certain all interested persons have been reached. Perhaps you are one such or you know of someone. Write to Sister Gertrude Hill, Board of Parish Education, 2445 Park Avenue, Minneapolis 4, Minnesota.

The workshop, to be held May 7 and 8 at the Hotel Maryland, 900 Rush Street, Chicago, Illinois, will include discussions on topics such as:

Goals in Church Camps for Children

Place of Camping Programs in Christian Education

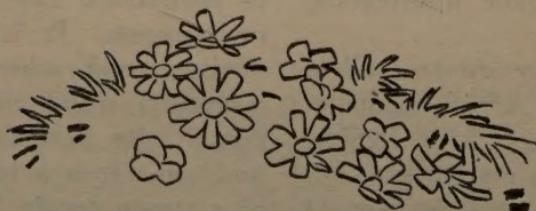
Camp Administration

Programming, Projects, Schedules

Responsibilities and Relationships of Camp Staff

Counseling Techniques.

No registration fee will be charged. Those needing hotel accommodations are asked to write to the Hotel Maryland.



- Third in a series of "theological nuggets"

Does Being A Christian Equal Following Jesus?

by ARNOLD E. CARLSON
Instructor in Systematic Theology
Augustana Theological Seminary
Rock Island, Illinois

CHILDREN are natural imitators. Some of them, both to our consternation and dismay, seem to be "born mimics." If we step out of a room for a few minutes, we may return to observe how our own actions are being reproduced with amazing realism.

Perhaps this is just the other side of the fact that children are teachable. They learn quickly from others, and they certainly learn by imitation. In a very legitimate way, we encourage them to imitate the best examples they can find: their parents, their teachers, their pastor, the great heroes of faith, and above all Jesus Christ. The unknown writer of the Epistle to the Hebrews devotes a whole chapter to extolling the faithfulness of a long list of heroes, and admonishes us to follow their example. St. Paul invited the Christians in Corinth to imitate him, even as he imitated Jesus Christ. When our Lord had washed the disciples' feet, he told

them they should follow this example of ministering unto the needs of others. To each and every one of his disciples he often said: "Follow me." We believe he says it still.

But just how far shall we follow Christ's example? Should all of us leave our earthly callings to become itinerant evangelists? Should all Christians refuse to marry and establish home and family relationships? Must we walk on water? Can we cast demons out of others? Should we walk down hospital corridors and invite bed-ridden patients to "get up and walk"? To raise these questions is a simple way of exposing a danger to which we ought all be aware.

The Christian faith which we teach does not have at its center a saving example. We are not saved by any success in duplicating the details of Christ's life. That would be "salvation by works." That would also be impossible, be-

cause we live in the twentieth century and not in the first. We live in a western, not an eastern culture. We are sinful and imperfect; Jesus was neither. Rather, at the very center of our faith is a God who forgives sin, who thereby redeems us, and who wishes to use us to accomplish his purpose of redeeming a lost humanity.

This may all be summarized by saying that, except for Christ's unqualified surrender to the Father's will, there isn't too much point in speaking about his example. God does not call the believers of this generation to be "carbon copies" of anyone who has lived before. Rather, he always calls us to faith, and to be redemptively concerned about our neighbor. But no one can exactly define in advance what neighbor's needs really are. To be sure, we know all men need a saving knowledge of Jesus Christ, but the ways whereby that need is to be fulfilled will have to be determined in each specific situation. Our approach to one pampered and spoiled in the lap of luxury will be very different from our approach to one dying from disease and starvation.

Working God's Purposes

We believe the Spirit of God spoke and moved without hindrance in Jesus Christ. We also believe God's Holy Spirit is seeking

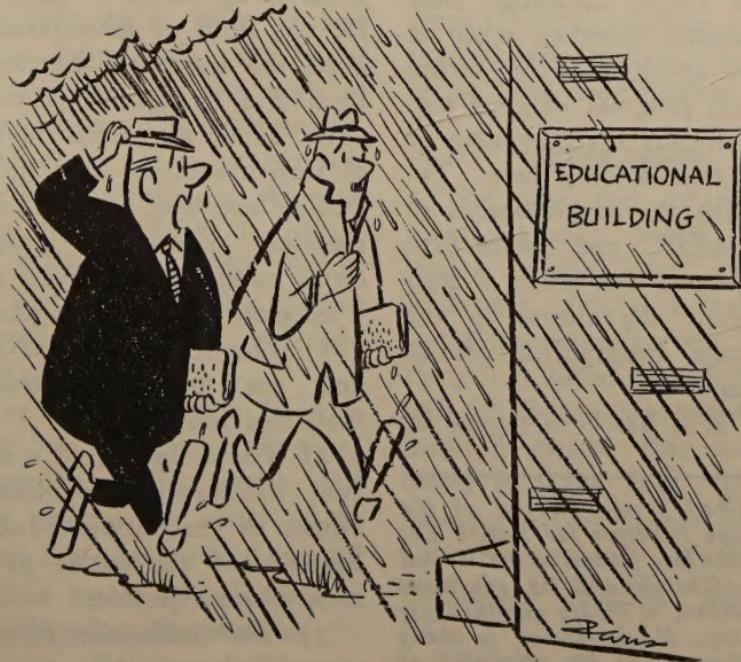
to work out God's purposes in every man. Where this Spirit will lead can never be predicted in detail. That the Holy Spirit might lead us to faith is God's known concern, for he "desires all men to be saved," and no one can confess Jesus Christ as Lord "except by the Holy Spirit."

Far Ahead of Us

This is all simply to sound a note of warning, and suggest a more proper emphasis. The last word to be said about Jesus Christ is not that he lived a sinless life, and that we should attempt to do likewise. Try as we will, this is something we cannot do. The last and most important word is rather that for every one—be he adult or child—Jesus Christ is the "Lamb of God who takes away the sin of the world." The God who offers us salvation in Christ desires to save all men through him. In Christ-like humility and obedience, we may offer ourselves to God to be directed by his Spirit toward the fulfillment of this purpose. This is an exciting adventure. There are no specific blueprints to follow. In this "space age," God's work will be done through many even unprecedented and unimagined ways. God enlists us, and through us the children whom we teach, to be open to his contemporary guidance, to

be responsive to the promptings of his Spirit. The Christ, whose Spirit leads us, is not back in first-century Palestine. He is alive today, far ahead of us now, beckoning us to make the costly venture of discipleship in this generation. We have no greater guarantee of

where this will lead us than did the fishermen who deserted their boats and nets to follow one who "had not where to lay his head." But they were used mightily in God's fulfillment of his purpose. It is doubtful that any of them ever regretted their choice.



"This would be a fine day for a Lesson on the Flood."

No Crystal-Gazing Here

by W. KENT GILBERT

NO ONE really knows what the future will bring, and yet the future has a disturbing habit of swooping down upon us whether we are prepared for it or not. Some people try to solve the problem by consulting a crystal ball. Others plan ahead with the best help and insights they can get.

Fortunately your Augustana Board of Parish Education falls in the second category when it comes to developing the future educational program of your synod. No dreamy crystal-gazing or fatalistic hand-folding here. Together with the parish boards of ULCA, AELC, and Suomi Synod, Augustana has taken a long step toward the future in the Long-Range Program of Parish Education.

LRP, as it has been tagged by

those in the know, has been called "one of the most promising prospects for a major break-through in the problem of Christian education." No other denomination has yet taken the leap and tackled the question of how to educate in the parish in such a complete or dramatic way.

Basically the Long-Range Program is an effort to plan ahead for the kind of educational program the Lutheran churches will need five to fifteen years from now. Much hinges on the success of such a venture, and the co-operating boards of parish education, therefore, have been proceeding on a carefully chartered course. This plan involves four phases:

- 1) The development of general and age group objectives for Christian education.
- 2) The designing of a curriculum which will co-ordinate the efforts of the various educational agencies of the parish to implement these objectives.
- 3) The production of new instructional materials to support this curriculum.

Dr. Gilbert is the director of the Long Range Program for Parish Education. He is a pastor in the United Lutheran Church and by education and experience is highly qualified for his position. He is known to many readers because of his editorship of the Lutheran Weekday Church School Series.

4) The introduction of the program and materials into the congregations through leadership training and field promotion.

Phase one has already been completed, and the results have been published in two handsome documents called *The Objectives of Christian Education* and *The Age Group Objectives of Christian Education*. These documents are now available through the Augustana Board of Parish Education for study by all persons interested in the future of Christian education in the church.

A Joint Staff

The actual work on the Long-Range Program is being carried on by a Joint Staff made up of representatives from the staffs of the Augustana and ULCA boards. In 1958 there are to be ten persons serving part-time on this staff—seven from ULCA and three from Augustana. The Suomi Synod and AELC, who do not have staff at this time, will add representatives later.

At present the Joint Staff is working on the second phase of the program, dealing with curriculum design. In order to be sure that the new curriculum will be tailored to the actual needs of the participating churches, an intensive research program is now under way. Research studies are

being run on the Sunday school, weekday church school, vacation church school, catechetics, and leadership training. The first of these studies alone has brought together some half million items of information which are being tabulated to afford the most precise picture ever available of Sunday schools in the four co-operating bodies.

Completion of the master plan for curriculum is scheduled for the summer of 1960. Before it reaches the point of approval, however, it will be carefully screened by the participating boards and a consulting committee made up of leading theologians, Biblical scholars, educators, psychologists, pastors, and workers in local congregations.

Field Testing

The next task of developing actual pupils' books, teachers' guides, audio-visual aids, and leadership texts is a complicated and time-consuming one. For one thing it is hoped that all materials will be thoroughly tested experimentally before they are introduced into the field. These are processes which cannot be rushed but are extremely important for producing effective educational tools.

Although the target date for introducing LRP into parishes is

still well in the future, persons in a number of congregations have already written to the Long-Range Program office asking how they can help in getting ready for this day. There are really four answers to that question: first, co-operate in research studies and experimentation when asked to do so; second, send in your suggestions about curriculum to the Long-Range Program headquarters, 2900 Queen Lane, Philadelphia 29, Pa.; third, keep posted

on LRP developments and study the documents on objectives; fourth, above all keep the present educational program in your parish going under full steam. Although the Long-Range Program gives promise of making a tremendous contribution to the life of our churches in the future, its success will depend ultimately on the interest and efforts of pastors and lay workers in each of the six thousand congregations in those churches.

The Way

by NELLIE B. MCINTYRE

*There never is a night so dark,
A day so dim and gray,
That Christ won't stand with open arms
And say, "I am the Way!"*

*The troubles that are shared with Him
Grow lighter day by day,
Strength springs anew when His soft voice
Repeats, "I am the Way!"*

*Oh! fainting heart! Rely on Him,
Kneel, weary soul, and pray!
And know the Christ Who loves and saves,
He is indeed the Way!*

Helps for Teachers of Kindergarten

CGS Kindergarten 2

Spring Quarter, Unit B

by ELAINE S. OLSON

SERVICE to others is one understanding which Unit B should interpret to class members. A unit project could be to discover ways in which people of kindergarten age can help others, and so serve Jesus. Plan with the children to picture these on a chart. They may illustrate the chart with their own drawings or with magazine pictures. Enthusiasm can be built up week by week as the children bring ideas and pictures. The chart may include such things as: help set the table, empty wastebaskets, run errands, pick up clothes and toys, answer when called. Any written explanation may be added by the teacher, but remember that for kindergarteners it is the pictures which have meaning. In reviewing the chart it should be pointed out that children may be helpful by continuing to do things which they have always done, such as washing hands before meals without being told.

Among the over-all objectives of Christian Growth Series is growth

in *Christian living*. This unit illustrates it for the kindergarten people. The example of adults is fundamental in teaching such a principle. Actions which may be observed give significant meaning to words used in lessons.

In telling the story of the Good Neighbor emphasize the helpfulness of the kind man rather than the gory details of the attack and robbery. The manner in which the story is related will determine how the children interpret when they retell and play the story.

If there are toys in your department for teaching, use them for teaching and not just for entertainment. It is not the toys which do the teaching. As with other aids it is the way they are utilized by the teacher which makes them a part of guided learning. The aims for Session 5 give helpful suggestions for every Sunday teaching with these aids.

Story recall, such as described in Session 7, may be used to draw out a reticent child. Ask him to

point to pictures rather than to attempt to express himself in words. The words may come spontaneously as he discovers how he can participate in what the rest of the class is doing.

Learning Through Discussion

It is so much easier to tell things to a group than to stimulate the children to ask questions or share knowledge. Visual aids are a help to beginning a discussion. During this unit use pictures to lead children into conversation about having visitors in their homes. Magazine advertisements often illustrate a table set for dinner, or a family at the door greeting guests. During the unit the children should learn more about what it means to be both a guest and a host. During Session 7 there may be role playing by the youngsters as though they were visiting one another. Class conversation should include thoughts about how Jesus was a welcome visitor, and that kindergarteners want to be welcome at the homes of their little friends also. It is best to leave the second leaflet story of Session 7 for home.

In making unit plans attend early to the details of having a visitor at the class during Session 9. However, during the session help the children to feel that they are making the plans. Ask questions which will remind them of

things to consider when entertaining a visitor.

As a Mother's Day gift the children could give an assurance of helpful service to Mother for the following week. This should be for one specific item rather than a broad pledge. Cut sheets of construction paper lengthwise. Provide several colors so that the children may have a choice. Have insert sheets prepared with the words: *Dear Mother, I love you. This week I shall . . .* The teacher and helpers will write in the completed thought. This shall be determined by the child after discussion with the class. Ideas may include: put away my toys every day, hang up the towels in the bathroom carefully, pick up my clothes when I undress, sit with the baby when you want me to. Help the children to keep the thoughts within the limits of their responsibilities. Pictures of flowers and children or stickers may be pasted on the cover. If there is opportunity the children may make a drawing inside the card to illustrate the thought.

Music

A record player may be used to good advantage with the plan for Session 10. Simple organ selections may be used for "mood music." If the church has records of the children's hymns chosen for this Sun-

day use them for accompaniment.

Department leaders, help your teachers to make good use of the helps given in the Teacher's Guide. Point out that this unit is long but

valuable in the basic teaching of how the lives of persons described in the Bible help us to understand that we can serve Jesus in our daily living.

Helps for Teachers of Primary

CGS Primary 3

Spring Quarter, Unit B

by SISTER GERTRUDE HILL

SOMEONE has described evangelism as reaching out to your neighbor. Actually it is person to person witness, day in and day out, that strengthens the missionary outreach of the local church. To be most effective, every member in the church should use every possible opportunity to share the gospel with his neighbor. Included in this every-member evangelism are the children, youth and adults within the congregation.

As a teacher in the church school, it is your privilege and responsibility to provide opportunities for the boys and girls in your class to participate in missionary work—evangelism—in their immediate surroundings. No doubt, there will be opportunities to reach beyond the community through of-

ferings to be sent to neighbors around the world.

Participation in missions is particularly emphasized in the five sessions of Unit B, "Helping Jesus in His Work." As the title indicates, it is of a practical missionary nature. The unit aim of the five sessions is to help the child realize what the followers of Jesus have done and are to continue doing in carrying out God's plan in bringing the message of His love to all nations and people. Careful preparations and planning with the children will be necessary in guiding them to discover ways of helping Jesus in their own surroundings.

Such preparation will begin with the study of the Biblical bases for the five sessions. For your personal devotions this month you will

find it very helpful to meditate on the first sixteen chapters of Acts. This portion of scripture comprises the Biblical basis of Unit B. Besides this personal inspirational study you should receive additional helps in interpreting the scripture passages to children from the Bible study at the monthly teachers' meeting.

Children Have Ideas

As you plan with the children, you will discover that they will offer some good ideas for mission activities. It is probable that these or similar suggestions will evolve from the group planning: invite and bring other children in the neighborhood who are not enrolled in a church school to their church; share their Bible stories, verses and songs with other members of the family, neighbors and friends; bring their parents to visit and attend church school classes; put aside a portion of their allowance or share gifts of money for mission offerings; and make a scrapbook to be shared with a sick child or shut-in friend.

If a scrapbook is to be made, colored pictures of children representing various nationalities and races should be clipped from magazines and mounted on construction or manilla paper to be assembled into a scrapbook. An interesting title for such a scrapbook is "All

God's Children." On the last page could be copied a prayer of intercession for world friends which the class may compose with the teacher's guidance.

After the group has made their selection from the suggested activities, help them work out the necessary arrangements and procedures for effecting their plans. Some activities will be carried out in a specific session while others will continue throughout the unit.

Books, teaching pictures and theme songs for all three units of the spring quarter were listed in the March issue of *THE CHURCH SCHOOL TEACHER*. Take note of each session plan for the small pictures or objects needed to introduce the story or to motivate discussions after the Bible story.

For All People

In studying the five sessions of Unit B, note these points of emphasis: the significance of missions in Sessions 4 and 8; the scope of missions in Sessions 5, 6 and 7; and the personal basis of all mission work in Session 9. Throughout the unit help the children think of missions as a concern for all the people in the world, not in terms of the color of their skin.

The leaflet stories in Sessions 4 and 5 lend themselves to dramatization. Primary children are able to dramatize stories that ex-

press concrete situations. After the leaflet story has been told, have the group plan how they can act out their idea of the event. In this planning help the children to discover the message of the story, the characters in the story, the scenes and the conversation to be enacted. No costumes and scenery are needed. They can be imagined by the children.

Mother's Day

If your class or department plans to have the children bring their parents to visit and attend church school classes, May 10—Mother's Day—would be an opportune time to carry out that plan. See the suggestions for having the parents as guests at the worship period at the beginning of Session 6. Afterwards the parents can leave to participate in the study period of their own classes. However, if there is not a class for the parents, have them meet with the departmental leader or Sunday school superintendent to discuss home and church school relationships. A parent's class may result from this contact.

Session 7 stresses medical mis-

sions at home and abroad. Pictures which illustrate ways of helping and caring for the sick should be shown the children before telling the leaflet story. This type of motivation will direct the children's thoughts to the practical ways of serving the sick.

If the scrapbook is one of the unit activities, during Session 7 plan when and to whom the scrapbook should be presented. Most likely the children will know of some sick child or shut-in within the community to whom they would like to bring their gift.

Guide the Child

As a conclusion of Unit B, Session 9 aims particularly "to help the pupils appreciate the personal basis of all mission work—that Christians love everybody." Note especially how the review of the unit is planned after telling the day's Bible story.

During the study of Unit B, "Helping Jesus in His Work," you will have many opportunities to guide the child in an understanding and appreciation of the significance, scope and personal basis of missions.



Helps for Teachers of Junior

CGS Junior 3

Spring Quarter, Unit B

by MARY NORDLUND SHUEY

THE group of lessons in Unit B presents the early beginnings of mission work in America and also brings into focus the current work being done in America and throughout the world.

Mission work in America today differs from that of pioneer days. Today there is not the lack of transportation, communication, or sustenance experienced by the pioneers. Definite problems do exist, nevertheless. Before teaching Unit B, read "Adventures in Mission to America," pages 38-40, and "Adventurous Action of the 1958 Board Meeting," pages 41-44, in the 1959 AUGUSTANA MISSIONS, Vol. IV. This book ought to be in your church library. We note that even though the problems differ, the purpose for mission remains the same, that is to bring the good news of reconciliation. In pioneer days the field for our church was the people of the Swedish descent, but today our church aims to serve all people.

In Session 6 assign some junior to read "Snowmobile Country" during presession, preparatory to

telling it to the class. (When telling it let him add that some snowmobiles may have been equipped with a small stove for heating purposes, including keeping the coffee warm!)

Do you have a junior who would be willing to give a report to the class about Jenny Lind? Such information may be found in any library. Tell the junior to note especially why Jenny Lind came to America and how Pastor Esbjorn came in contact with her. The following is included here for your background:

Jenny Lind was born in Stockholm, Sweden, October 6, 1820, the daughter of a lace manufacturer. An opera-dancer discovered her talents and induced her mother to have her educated for the stage. In 1836 she made her first attempt in an opera. Her first success was in 1838. Shortly thereafter she went to France, England and Germany. It was through the influence of Bishop Stanley of England that she was led to give up the stage as a career. She spent 1850 to 1852 giving

concerts in America. In 1852 she married Otto Goldschmidt. They made their home in England. In the summer of 1851 Pastor Esbjorn was sent to the East to solicit money for the Swedish mission. He tried to contact Jenny Lind when she was in Philadelphia but was unsuccessful. Later in Boston, armed with a letter of recommendation, Esbjorn succeeded in gaining an audience with her. The hour's visit resulted in a \$1,500 gift for the Swedish mission of the West!

Christian Higher Education

The early church leaders recognized the need for colleges and seminary, located at Rock Island, future leaders. These early plans bear results even today. Augustana Church has one theological seminary, located at Rock Island, Illinois. Five colleges are maintained. They are: Augustana at Rock Island, Ill.; Bethany at Lindsborg, Kansas; Gustavus Adolphus at St. Peter, Minn.; Upsala at East Orange, N. J.; and Luther at Wahoo, Nebr. Write to these schools for pictures or brochures and arrange these on your bulletin board for Session 7. Have the names of each school written on tabs of paper. Secure a United States map from any oil station. In class after discussing this section, let the junior who knows

someone attending any of these schools pin the tab to the correct location. Possibly some of them would be interested in finding out the beginnings of these schools. Some information is found in **A CENTURY OF LIFE AND GROWTH**, 1948 Augustana centennial publication. Perhaps your congregation has this booklet in its library.

Social Missions

Session 8 shows that it was not long before the early pioneers saw needs beyond that of church and school. There were the old people who couldn't maintain a home, the children without homes, the sick who needed hospital care. So throughout the years, hospitals, homes and hospices have been built, continuing the work begun in those early days. Look in **AUGUSTANA ANNUAL**, 1959 under "Church and Conference Institutions" for the names of these places. Tell the juniors that they help share the support of these institutions through their offerings at the Sunday church worship.

The memory suggestion for Sessions 8 and 9 is Psalm 121. Plan to read the entire psalm and discuss its message during Session 8. Encourage the juniors to memorize it and then in Session 9 present it as a choral reading during the closing worship session. A mimeographed sheet of helps on

choral reading is available free of charge from the Board of Parish Education, 2445 Park Ave. S., Minneapolis 4, Minn.

In Session 9 use a resource person from your own congregation, a delegate to a church convention or perhaps your pastor, to tell briefly how the many congregations work together. The answers to the question "Do You Know?" are: The Augustana Evangelical Lutheran Church; the president is Dr. Oscar A. Benson. You will need a copy of AUGUSTANA ANNUAL, 1959 to be able to discuss the list under "Work Your General Church Body Does." If you do not have your own copy, perhaps your pastor would share his for awhile. Refer to pages 130-144.

Before teaching Session 10 be prepared to show in what countries the Augustana Church is doing

mission work. This session would be an opportune time to use the turnover chart prepared and sold by the Board of World Missions, 2445 Park Ave. So., Minneapolis 4, Minn. It is excellent. One chart is shown on page 255 in 1959 AUGUSTANA MISSIONS, Vol. IV. Ask the secretary of your Augustana Lutheran Church Women for available mission area maps.

Teachers, as you see, you cannot adequately teach this unit without the current information found in the 1959 AUGUSTANA ANNUAL and 1959 AUGUSTANA MISSIONS, Vol. IV. Both are available for \$1.00 each from Augustana Book Concern, Rock Island, Illinois. A good source book for pioneer information is *The Augustana Lutheran Church in America—Pioneer Period 1846-1860*, by Oscar N. Olson, available from the same source.

Here is a favorite story of the great symphony conductor, Arturo Toscanini.

An orchestra was playing Beethoven's Leonore Overture, the two climaxes of which are each followed by a trumpet passage offstage. The first climax arrived, but not a sound came from the trumpet. The conductor, considerably annoyed, went on to the second climax. Again—no trumpet. This time, the conductor rushed into the wings. There he found the trumpet player struggling, in vain, with the house fireman. "I tell you, you can't play that in back here!" the fireman was insisting. "There's a concert going on!"

Helps for Teachers of Intermediate

CGS Intermediate 3

Spring Quarter, Unit B

by RUTH M. SWANSON

OUR work in Unit A covered the first five chapters of the book of Acts and dealt with the establishment of the Christian church. The next four lessons, the story of the expansion of the church from Jerusalem to the "end of the earth," will complete our study of the Book of Acts.

The primary subject of the book and the unifying thought of Unit B is the bringing of the gospel to people other than Jews. The book is called *The Acts of the Apostles* but the majority of it concerns the acts of Paul. Our intermediate boys and girls have learned of a great many incidents and details of Paul's life from their studies in the primary and junior departments. This unit will bring these bits of information into a more complete picture of the man who was "going places and doing things," the man through whom God chose to work in carrying on "God's way through the church." Through this study the intermediates should discover Paul's place in the early church, develop an ap-

preciation of this man who excelled in so many ways, and be motivated to be "as loyal to the church today and to participate in present-day Christian expansion."

We suggest only a few additions to the complete session plans of our Teacher's Guide. Preparing a large wall map showing Paul's journeys might be a project which would continue through this unit and the next. Have members of the class enlarge the one on page 27 of the Study Book to fit into space available, then spend part of each class period tracing Paul's journeys indicating each with different colored pencil or yarn.

How is the scrapbook of the congregation's history progressing? Don't let it bog down, leaving too much until the end of the quarter. Enlist the help of some of the older members of the congregation. They would enjoy helping the young people unearth the church's history.

This unit, "The Church Expands," might be considered a study of "firsts"—the first world

mission enterprise and all its concomitant firsts.

Session 4 boasts of several "firsts." There is the story of the first Christian martyr and the church's first persecution. Apparently this persecution was the spark needed to begin the missionary work of the church. Disciples were scattered and wherever they went they preached the Word. We have the report of the Ethiopian eunuch—the first recorded colored man to receive instruction in the faith. There are also the accounts of Cornelius, the first Gentile convert and the founding of a church in Antioch. This became the first center of Gentile Christianity; it was here that the disciples were first called Christians.

Evangelism

This lesson would provide the background for a discussion of evangelism as it relates to the present-day church. Up-to-the minute news as to what is happening in the Augustana Church is found in the evangelism section of *Augustana Missions, Vol. IV*. This gives us a picture of the work of our churches in the city and the downtown area as well as that of the suburban and small community churches.

The story of the commissioning of the first world missionaries and the record of the successes and

failures of the first missionary journey form the basis of Session 5.

Has your church ever experienced a commissioning service? Missionaries are usually commissioned in their home church and stories of those services appear in the church papers. How do they differ or how are they similar to the Antioch commissioning? Conversation about such a topic would provide a lead into Session 5.

First Church Council

In Session 6 we have a look in on the first church council. A decision was made by the whole church, a decision which remains unchanged—the gospel is for *all* people. Even though it isn't the main thrust of the lesson, understanding and overcoming prejudice is one of the by-product learnings. Prejudices do not always arise from racial differences; it may be social, economic, religious or even geographic differences. Let's discuss with our class the Christian way of handling such problems. The story of the council in the Study Book will help us approach it.

Session 7 gives us two more "firsts": the story of the first European convert and the consequent establishment of the first European church. The first paragraph of the session plan, page 35,

suggests a good approach to this lesson. What intermediate doesn't like to speculate concerning what might have been? How much would the energetic Paul have accomplished if he could have traveled by air?

The study of the selected Bible passages should develop a greater appreciation and understanding of Paul, his adventures and his success as a missionary. In our discussions we must relate that appreciation and understanding to the church today which is also called to adventure in world mission.

A large portion of *Augustana Missions, Vol. IV* is devoted to presenting the challenge of mission in today's world. It will help us understand Augustana's part

in the great work of global missions.

Have you noticed how well the suggestions for worship at the close of each session plan summarize the lesson? They may be readily adapted for use as class devotions at the close of the period if the entire department does not meet in a closing service..

This unit of study will lead us to see how Paul helped plant the church in various areas of the then known world; Unit C will show us how he kept in touch with those churches, teaching them, offering them encouragement and helping them solve their problems.

AUGUSTANA MISSIONS, VOL. IV, is available from *Augustana Book Concern, Rock Island, Illinois.*

Helps for Teachers of Senior

CGS Senior 3

Spring Quarter, Sessions 7, 8, 9

by ANNETTE L. JOHNSON

SSESSIONS 7, 8, and 9 or Unit B present the second in the series of the four portraits of Christ by the four Gospel writers. Matthew's portrait is of Jesus, the Messiah and Teacher, as contrasted with the portrait of Jesus, the King, in the Gospel of Mark.

A brief exploratory quiz before

starting the unit will be helpful in determining where to place the most emphasis in these sessions.

The introduction given in the Study Book for Session 7 again reminds the senior that each evangelist's portrait of Jesus is different because each saw different qualities in Jesus. The example

given might, however, better be interpreted as God speaking in four ways.

Reading in a Bible dictionary the portion on the Messiah will provide somebackground for the section in the Study Book, "O Come, O Come, Emmanuel." This section will likely be more fruitful and consume less time if the three questions with the many Biblical references are assigned to buzz groups. As the groups look up and discuss the passages given under their assigned question, they should prepare a summarizing statement to present when the class reconvenes.

Time for Questions

Sufficient time should be allowed for at least questions one and two under "Something to Think About." These are good discussion questions that will bring out the practical implication of the Bible study.

Session 8 focuses on the "Sermon on the Mount." The seniors should already be quite familiar with these passages. It should be pointed out that this is not a sermon in the sense that we think of a sermon today, but it is rather a summary of some of the teachings of Jesus. In this "sermon" Jesus has given us a model or a blueprint for "a new way to live." Make use of Bible commentaries

in the study of this session.

A brief "brainstorming" session on "What produces happiness?" will help set the stage for this session. If the class is large it will be best to divide into groups for this. After about five minutes have the groups report on the decisions of their group and discuss them briefly. Have seniors compare their lists with those given in the Study Book. Ask the seniors to give some thought as to whether or not the words *happiness* and *blessedness* can be equated. "Brainstorming" is described on page 7 of *A Guide for use with Augsburg Missions 1959*.

Before going on with the Bible study ask the seniors to repeat the Beatitudes in unison from memory. If they do not know them, encourage the memorizing of them. If a copy of J. B. Phillips' translation of the New Testament is available compare his translation of the Beatitudes with the RSV.

A Current Example

A more current example may be used under point three on page 39 of the Study Book. Such an example might be the 1958 Philadelphia Korean incident which appeared in the papers in April of 1959. Since its use is so fitting here and you may not know or remember the details a résumé of the incident follows.

A Christian student from Korea doing graduate work at the University of Pennsylvania was murdered in April, 1958, by a mob of delinquents. In-ho, on his way back from mailing a letter one night, was grabbed by two boys who locked his arms behind him while a third hit him in the face with a bottle. He broke loose from these boys but was attacked and knocked to the ground with a black jack by some other boys. After kicking him unmercifully, they smashed his face beyond recognition with a lead pipe.

The police rounded up the murderers. When asked their motive for the attack of the Korean student, they said they hoped to find enough money to pay admission to a church dance.

Missionary to America

It is said that the Christian testimony of the friends and relatives of this Korean youth had a strong effect on all present at the funeral, including the mayor of Philadelphia. The youth's uncle who had also studied in the U. S. said, "It is our hope that In-ho's sacrifice may in its own measure contribute to the solving of the problem that killed him." In-ho is said to be the first missionary martyr among those who have come from Korea to bring the gospel to heathen America.

Session 9 centers on the messages of Jesus that are presented only in the Gospel of Matthew. Read carefully the suggestions given in the Teacher's Guide for guiding the discussion on these messages.

For Greatest Coverage

It would be easy to get into a lengthy discussion on most of the passages and sections in this session. For instance, it is easy to see how the section "labor trouble" could evolve into discussion that might take the whole class period. It will be best to give some time to all of the messages. Assigning each of the five passages in the Study Book to buzz groups will permit greater coverage in a shorter period of time. Try to parallel the messages with a related current problem or event. Study and discussion of these passages should point up the significance of these messages in the life of the senior.

An over-all picture of the four Gospels may be obtained by making a large chart on which is recorded important points brought out as each Gospel is studied. Divide a large sheet of newsprint or wrapping paper into four sections heading each with the names of the four Gospels. This will be especially helpful in summarizing and review at the end of the quarter.

Helps for Teachers of the Adult Bible Class

by N. LEROY NORQUIST

THE adult teacher will want to make use of commentaries. There are several varieties of commentaries, no one of which will serve every purpose. Some, you will find, are written from the scholars' point of view, with many references to various Greek or Hebrew manuscripts and detailed information on grammar and history. These books are helpful if one has enough background to understand them, but for most teachers they are simply bewildering.

One Volume Commentaries

At the other extreme are commentaries that are chiefly sermonic. You will find little reference to the situation in which the scriptures were produced or anything of a technical nature. They are simply expositions of the text.

We need something in between. We need a commentary that helps us see the background of the Bible and helps us understand exactly what the original writers were saying. But it should also go on from that point to help us see

what all this means in terms of our life in the Twentieth Century.

Most of the one or two volume commentaries fall into this class. For example, *The Lutheran Commentary* (in two volumes) has some general introductory articles to the Old and New Testaments which help us understand the historical background. But it also has comments on the text which help us to see the modern application. Such a commentary gives a lot of information, but its main drawback is that it is somewhat sketchy. It whets the appetite but does not really satisfy. We need supplementary material.

Book Commentaries

After having used a one volume commentary, why not turn to the single book commentary. For example, the *Torch Bible Commentaries*, distributed by Macmillan, provide a volume on each book of the Bible. These are readable, enlightening and sound.

Another series is *Harper's New Testament Commentaries*, which

is now published in the Gospels and some of the epistles. One of the best of this type is the *Moffatt New Testament Commentaries*, which has been on the market for several years and has proved itself as a useful aid. These single volume commentaries do not read like novels. They require close concentration. However, they provide a rich reward.

Just recently published by Abingdon is a series of twelve large volumes entitled, *The Interpreter's Bible*. These volumes cover the entire Bible and offer a verse by verse commentary. Each page has the Bible text printed at the top. The remainder of the page is divided into two parts, the first dealing with grammar, words, and the historical setting and the second showing the modern relevance of the scripture.

For the Library

You can see immediately that such a commentary would be extremely helpful. The price of this set may prohibit its being owned by every teacher. However, it is of such a high quality that every church library should own it, and the teacher may wish to purchase individual volumes.

Still another type of commen-

tary is based on the International Uniform Sunday school lessons. There are a great many of these published by various denominations. One of the best for our purposes is published by the United Lutheran Publishing House, called *Uniform Lesson Commentary*. If you are using the **BIBLE STUDY QUARTERLY**, you will find this a valuable supplement.

Consult Several

One caution should be observed by the teacher. Just because a statement appears in a commentary doesn't necessarily mean it is accurate. Commentators disagree with each other. In order to get perspective on biblical interpretation you should consult more than one commentary.

Commentaries are necessary for two reasons. They help us find out the original meaning of the words, and they interpret them to us for present-day life. Naturally, the biblical message cannot be applied if we don't understand what it says. Hence good commentaries are indispensable to serious Bible study.

NOTE: *Any of the commentaries mentioned may be ordered from Augustana Book Concern, Rock Island, Ill.*

Where Are They?

by ERNESTINE SANDEN LARSON

A FEW years ago many of our church schools purchased the CHRISTIAN GROWTH SERIES PICTURE SETS. These sets still are very valuable and the one most complete source of large teaching pictures. They consist of five sets of eighteen pictures each, two which correlate with the kindergarten series and three with the primary series. Complete they make a library of ninety pictures.

It is possible that the original packing envelopes are now ready for discard. In order to protect the pictures and arrange them for use in all departments they may be filed as follows:

OLD TESTAMENT

Patriarchs, Moses, Joseph, etc.

NEW TESTAMENT

The Birth and Childhood of Jesus

The Teaching Ministry of Jesus

The Healing Ministry of Jesus

The Story of Palm Sunday and Holy Week

The Resurrection—Appearances—Ascension of Jesus

The Story of Pentecost and The Acts of the Apostles

CHRISTIAN LIFE

In the Church, In the Home, In Christian Missions, etc.

Other large pictures may also be added to this file.

If no drawer is available, this picture file may be stored in a cardboard orange or apple crate with dividers of heavy cardboard. Worn and torn pictures should be trimmed and mounted on stiff cardboard using rubber cement. The captions should be mounted on the back of each picture for the kindergarten and

Most CHURCH SCHOOL TEACHER readers will remember Mrs. Larson for her dynamically effective work as staff member of the Board of Parish Education. She is now the wife of Pastor Marlyn V. Larson of Nampa, Idaho.

primary teachers who wish to refer to the suggestions in the guides which accompany the sets. These suggestions are usable with the revised materials.

Here are a few additional suggestions:

1. Illustrated worship experiences for all ages. In kindergarten and primary used to culminate a unit such as Christmas and Easter. The aged would enjoy to share this children's worship. We recently had a happy time guiding the retarded in worship using pictures selected from these sets.

2. Worship center pictures for all age groups—selected to fit the them of study in the society.

3. Picture Bible studies for all ages. Example: The Twenty-third Psalm.

4. Framed pictures hung at the correct eye-level in the various department rooms. If the frames are made so the pictures are easily removed, they can be changed from unit to unit and season to season.

Church school teachers and leaders! If the CHRISTIAN GROWTH SERIES PICTURE SETS have fallen into disarrangement and disuse in your school, get them out for your next meeting and put them back into the place for which they were produced—teaching pictures.

Today

by ROBERT DOLF

When Christ walks on our streets today,
What does the Saviour find?
We see Him walk, we hear Him say,
"How many still are blind!"
He comes along the crowded way,
But seems to stand apart,
May we be near so He will lay
His hand upon each heart.

Here Is A Helpful Analysis . . .

The Christian Growth Pupil

by FRANCIS W. JOHNSON

HOW good is the Christian Growth Series? Is it actually doing the job that needs to be done? These are questions that have been asked many times by those who would develop the best possible program of Christian education on the parish level. For the most part, they are questions that have gone unanswered because the church has lacked sufficient experience with this Series to make suitable analysis possible.

Perhaps it is still too early to evaluate it accurately on the basis of experience. But we have come to the point in some congregations where the children who have enrolled in the pastor's confirmation classes within recent years have come out of church school classrooms in which the Christian Growth Series was used through all or most of their Sunday school experience. These children are the products of Christian

Growth; and they should be in a position to provide us with certain valid insights into its effectiveness. The observations of many qualified persons will be needed for the telling of the complete story, of course; but the following indications of effectiveness seem to be emerging.

The "Christian Growth Confirmand," in contrast to those of an earlier period who were brought up on other kinds of material, brings to the confirmation class a broader acquaintance with the scriptures than his older brothers and sisters had. He possesses an improved ability to use the Bible as a tool, has a working knowledge of its basic material, knows his way around in its various books, and is able to locate references without difficulty.

It seems, too, that he has learned the art of applying the statements of scripture to problems and experiences in every-day life, and that he recognizes in the Bible a meaningful and practical

*The Reverend Francis W. Johnson
is pastor of Mamrelund Lutheran
Church, Stanton, Iowa.*

guide for human living. Many of his kind, however, are handicapped in their discussion of the faith and convictions they hold because they lack a sufficient store of memorized scripture upon which to draw without searching through their Bibles. It would be well for church school teachers to emphasize more strongly the importance of memorizing portions of scripture which can be used as ever-ready tools in the discussion and expression of one's faith.

Not Bound to a Textbook

These youngsters who have grown up with the Christian Growth Series have learned how to participate in group discussions, too, and have developed a talent for bringing into those discussions the kind of questions that are basic to their spiritual development. They do not feel bound or limited in any way to the material that happens to appear in their *Catechism* or workbook, but ask about and discuss a wide variety of related matters as they come to mind. It would seem that they have been taught to regard textbook material somewhat as a take-off point for the investigation of a broader range of subject matter.

But again we must point out that they are somewhat handicapped in these discussions because they lack sufficient background of

memory work in both scripture and *Catechism*. Memorization of the *Catechism* as well as scripture needs to be stressed more in the upper grades of the church school. It cannot be looked upon as an optional exercise. The *Catechism* should be learned rather well before confirmation class age so that those important years can be used for more fruitful discussion. And it would seem that the alternative version of the *Catechism* as listed in Christian Growth Study Books is easier for children to master than the version included in the lesson material.

His Knowledge About the Church

The Christian Growth pupil has acquired a fine concept of the church and its mission. He knows what worship is, why it is important, how the church worships, and why it worships that way. He understands reasonably well the significance of the seasons of the church year and sees their relationship to the emphasis that the church makes through its worship services at those times. There is awareness also of the recent history of the church and its current development, in addition to some understanding of its early history and Old Testament times. The relationship of Old Testament events to the church of today is somewhat confused, however, and the average pupil has trouble with

the time element in Bible history and church history.

In his understanding of his relationship to God, the Christian Growth student seems to have absorbed, rather than consciously learned, certain exceedingly wholesome concepts. It would seem that this process began very early and that it was strengthened in later years through that which the mind learned in a more formal manner. Thus conviction undergirds what otherwise might be only academic acceptance of truth.

He also seems to understand that his relationship to God involves personal response not only in obedience, but in service, too. But he does not have the grasp of sin and its consequences that one might hope—although he does sense the holiness of God in relationship to man, and this gives him a good starting place for deeper consideration of the whole matter of sin and grace.

To summarize, the child who has come to confirmation age through Christian Growth material has a broad knowledge of the Bible and a wholesome respect for the scriptures. He is acquainted with the techniques of group discussion and does not hesitate to discuss what is on his mind, although he is handicapped somewhat because he does not have a memorized store of scripture and *Catechism* with which to reinforce his points and guide his thinking. He understands and appreciates the work and purpose of the church, even though certain parts of its history and development are not clear to him. And he has absorbed as well as learned that he stands in a personal relationship to God that involves his obedience and service; but he needs to go much farther than he has gone in his consideration of sin and grace in his own personal experience.

April 15

One of the great things about living in a democracy is that we have complete control of how we shall pay our taxes—cash, check or money order.



Conferential

- *Each month a conference commission on parish education is asked to report something of interest to our readers. This month Mrs. Carl Manfred, secretary of the Minnesota Commission, reports a study conducted by the Commission.*

A Continuing Process

by MIRIAM MANFRED

MANY people have the right idea as to when the program of parish education should *begin*, but the wrong idea as to when it should *end*. It is generally agreed that a child is ready for formal instruction at the age of three. Too often, however, it is felt that confirmation marks the terminus of his Christian education.

Happily, this concept is changing and it is being recognized increasingly that parish education is a *continuing* process of Christian *nurture* which ends only with life itself. Indeed, it is even erroneous to make death the terminus, for did not Paul speak of heaven as an experience which will find us

coming to a more perfect knowledge of God? "Now I know in part; then I shall understand fully . . ." (1 Cor. 13:12)

The crux of the problem is often our program of parish education for youth in the post-confirmation years. What can we do to maintain and stimulate continued spiritual growth in this period?

The Minnesota Conference Commission on Parish Education recently sponsored a study within its area to determine the extent to which high school youth are continuing their study of the Bible beyond confirmation. Dr. Ove S. Olson, for many years a member of the faculty of Gustavus Adol-

thus College, conducted a survey of all active parish pastors in the Conference, with 55 per cent of the pastors responding to the questionnaire. The results, summarized briefly, are as follows:

The average number of post-confirmation youth 18 years and younger in the reporting congregation is 43.

The average number of such youth attending a Bible class is 16. This means that of the churches surveyed, almost two-thirds of the youth do *not* attend a Bible class.

14 per cent of the pastors feel that they do not have adequate lay leadership for such classes; in 19 per cent of the cases, the pastor teaches the class himself.

The reasons for the failure of larger numbers of youth to participate in Bible study are attributed by pastors to the following factors: indifference of youth, indifference of parents, confirmation considered a graduation from Sunday school, lack of proper church facilities, competition with public school activities, lack of leadership among youth, and lack of adult leadership.

In answer to the question,

"What influences might cause young people to join a Bible class?" the following answers were given (listed in order of frequency): better adult leadership, greater parental interest, youth taking a greater interest in others, better materials, better facilities.

On the basis of these findings, what can we do to strengthen the religious education of our confirmed youth? Dr. Olson suggests the following six steps:

1. Arouse greater parental interest and enthusiasm.
2. Secure capable adult leadership.
3. Use existing youth leadership to interest others.
4. Provide better facilities.
5. Secure greater co-operation with public school authorities.
6. Build the Bible study classes around the Bible itself as the principal text book, with other materials and guides used only in a supplementary way.

These suggestions make sense. Don't leave them on this page. Put them to work in your own congregation as a demonstration that it is *your* conviction, too, that parish education is a *continuing* process.



And Finally . . .

THE CHURCH SCHOOL TEACHER is constantly recommending books—for teachers, for superintendents, for other church school workers. Readers are inclined to despair. So many books are needed and books cost so much. Who can own enough Bible dictionaries, commentaries, books on theology, educational psychology, and methods to have sufficient resources for lesson preparation and personal Christian growth?

An Answer

A growing number of congregations are finding the answer in the church library. A good answer it is, as the following story shows:

George Smith, adult Bible class teacher, needed new Bible commentaries. Two years ago he taught courses involving Jeremiah and Ephesians. He had limped along—badly, he thought—on his old one-volume commentary. Last year he taught Acts and Romans. He had to find more helps. After consulting his pastor he decided he must have both *The Interpreter's Bible*, a twelve volume set of commentaries, and the *Torch Bible Commentaries*, a sixteen vol-

ume set. But George's budget wouldn't permit it. *The Interpreter's Bible* was priced at \$89.50, the *Torch Commentaries* at \$33.25.

A Power Plant

The pastor, anticipating George's dilemma, talked to the educational committee. The committee went into action, convinced the church council that the books were needed, sold the board of trustees on spending the money, and sent the Augustana Book Concern an order for both sets. A church library was started! George has his commentaries. But, more than that, the two sets—twenty-eight volumes—are being used by the other teachers, in fact by the entire congregation. George wanted some light. Because of it the congregation got a power plant.

That is what church libraries can do. They can spread the cost of books over the entire congregation. They can multiply the use of books in the congregation.

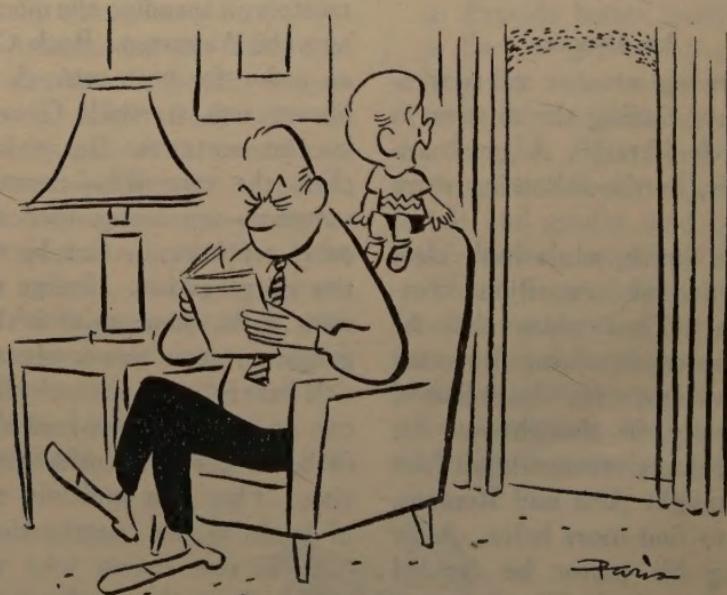
It is one reason why we are happy about the emphasis of National Library Week this year (April 12-18) to spotlight the value of religious reading. The

country's religious publishers have announced three objectives: to build better church libraries, to improve the religious collections in public libraries, and to convince parents that religious books should be the core of home libraries.

Education committees, pastors, church school administrators and others interested in church libraries would do well to observe National Library Week by subscrib-

ing to "Lutheran Libraries," published quarterly by the Lutheran Church Library Association. Send \$1.00 to the association, Lutheran Brotherhood Building, 701 Second Ave. So., Minneapolis 2, Minn. Membership in the association is open to all Lutheran church libraries. Dues are \$3.00 per year.

And finally . . . if your church has no library do get one started.



"I'm in here, Mom—helping Daddy study his Sunday school lesson."